My second accomplishment involves being the chairperson and leader of my high school’s Family and Community Involvement Team for the past year and a half. The team’s first goal was to get parents involved with the school, and to this purpose I scheduled and planned a monthly meeting to inform parents of school events, activities, and academic progress. This project was designed to get more parents involved in their child’s academic life. These meetings gave interested parents a forum to discuss strategies to promote the success of their children and the student body as a whole. I set the meeting time and place, communicated to parents via conferences (*Artifact 4*), email, phone calls, and made announcements at my band concerts as a publicity venue to invite parents. (*Artifact 5*) During the meetings, I recorded parent input on the agenda items and afterwards communicated it to the faculty in biweekly staff meetings, where we planned the implementation of suggestions, and brainstormed ways of improving parental contact and involvement. (*Artifact 6*) As one example of actions stemming directly from collaboration, we created an office space for parents to come and volunteer at the school, assisting in parental contact concerning grades, attendance, and behavior. This was implemented at the start of the current academic year. (*Artifact 7*)

The family and community involvement team is part of a larger organization known as the P.A.R.R. committee. P.A.R.R. stands for Productive, Appropriate, Respectful, and Responsible. It is a program implemented in partnership with a local university and focuses on positive behavioral intervention and supports (P.B.I.S.). The mission of P.B.I.S is stated on their website, “PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.” (pbis.org). The mission of the family and community involvement team is to involve parents with their child’s academic life so they can be successful, involve parents and community in school activities, academics, and events, and create partnerships to work on school improvement priorities. I strongly believe in the need to create partnerships with parents in academic life, progress, and success. My extensive experience working with band parents and boosters from my previous high school teaching position led me to fulfill the leadership position of the family and community involvement team at my current school.

This accomplishment is significant as a **partner with student’s families and community** because the team’s primary mission is to involve families and the community with the high school. These partnerships include encouraging parent involvement in school events, communication, attendance, chaperoning, fundraising, school wide decision-making, and improving parents’ involvement in their child’s academic progress. One example of this commitment is a mother who was troubled by her daughter’s low attendance, tardiness, and slipping grades. She came to one of the meetings, where we were discussing electronic monitoring of students academic progress and attendance through a software program called Parent Portal. One of the things the mother was ecstatic about was an option in the program that, if checked off, allowed for a text message to be sent immediately to the mother’s cell phone if her daughter was marked absent or tardy during school, or if her grade dropped below a certain percentage, set by the parent. The daughter was a trombone player in my beginning band class and was not happy that I told her mother about this new way of monitoring her school progress and attendance as she was regularly cutting class. After her mother was registered with the Parent Portal system; she was able to keep closer track of her daughters’ academic progress and help her improve on attendance. (*Artifact 8*) This specific success has driven one of the main goals of the team this current year focusing on substantially increasing the number of parents registered on the online parent portal software system, which has increased from 103 accounts in September to 571 in December of this current academic year, a massive increase due to my effort. (*Artifact 9*) This year I have set up meeting times and dates where computer labs and staff are available for parents to come in and be guided through the process of signing up for this electronic monitoring system. (*Artifact 10)*

Involvement with parents and community **directly impacts my teaching and student learning**; therefore, this program has had significant impact on my roles as a learner. Attaining a working relationship and more information about the background of my students’ families and the community are crucial to aiding in my ability to teach. In the weekly P.A.R.R. meetings all the chairs of each team gathered to collaborate with each other and go over action plans and school goals. My team was focused on parents and community and I was able to discuss our progress, objectives, action plans, and goals to the other teams. As a **learner**, I was able to listen and discuss with the other five teams objectives, progress, and goals covering large facets of the schools improvement plans, academic progress, and behavioral data and interventions. (*Artifact 11*) Identifying the culture of the students and their families has better prepared me for the challenges of differentiating my instruction. Having important information like socio-economic status, language, religious affiliation, family structure, home-life, and parental support, has contributed greatly to my learning as a teacher and directly impacts the way I instruct my students. Behavioral data was also communicated between the P.A.R.R. team members that became important in leading the school in a safe and positive direction. *(Artifact 12)*

**This accomplishment is significant as a** **collaborator and leader** with colleagues because I am the leader of the team, and the team consists of a group of teachers at our school that chose to be involved in improving the connection with families and the community in our school. The teams were created a year and a half ago in conjunction with the P.A.R.R. program to improve adequate yearly progress (AYP), remove academic probation status, and create a safe and positive learning environment and culture for all students. When they first created the project, I volunteered and was chosen as chairperson of the Family and Community Involvement Team.

One of the **main objectives** of the family and community involvement team this current year is signing up parents for the Parent Portal, an online website that lets parents monitor their students’ academic progress and attendance from any computer at any time. By parents empowering to be more involved in their children’s academic progress, students are more likely to attend class, finish their homework, become accountable for their academic progress, and become successful. **This accomplishment has had a direct impact on student learning** due to the parent meetings I organized, administrated, held a leadership role in, and connected back to the faculty. (*Artifact 12*)